

**INDIANA DEPARTMENT OF EDUCATION
SUPPLEMENTAL EDUCATIONAL SERVICES**

2007-2008 COMPLIANCE AND ON-SITE MONITORING REPORT

FOR:

Club Z! Tutoring Services

DOCUMENT ANALYSIS		OBSERVATION		COMPLIANCE	
Tutor Qualifications	Unsatisfactory	Lesson matches original description	Meeting Standard (3)	Criminal Background Checks	In Compliance
Recruiting Materials	Satisfactory	Instruction is clear	Meeting Standard (3)	Health/safety laws & regulations	In Compliance
Academic Program	Satisfactory	Time on task is appropriate	Meeting Standard (3)	Financial viability	In Compliance
Progress Reporting	Unsatisfactory	Instructor is appropriately knowledgeable	Meeting Standard (3)		
Assessment and Individual Program Design	Satisfactory	Student/instructor ratio: 4:1, 7:1, 7:1, 8:1	Meeting Standard (3)		

ACTION NEEDED:

Club Z! submitted an action plan to ensure that all tutors will meet Club Z! tutor qualifications (certified teachers or degreed professionals with education experience).

On-site Monitoring Visit Rubric DOCUMENT ANALYSIS Components

NAME OF PROVIDER: Club Z! Tutoring Services
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 1/03/08

Providers are required to submit documentation for each component during the site visit. If documentation is not available on-site, the director or head of the provider's organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.** Providers will be given an Unsatisfactory or Satisfactory for each component. Providers receiving an Unsatisfactory for any component may be required to address deficiencies within 7 calendar days of receiving their final report.

COMPONENT	DOCUMENTATION NEEDED	DOCUMENTATION SUBMITTED (IDOE use only)	UNSATISFACTORY	SATISFACTORY	COMMENTS
Tutor qualifications	<p>BOTH of the following:</p> <ul style="list-style-type: none"> -Tutor resumes/applications (<u>all tutors</u>) -Documentation of professional development opportunities in which tutors have participated (i.e. sign-sheets, agendas, presentations, certificates of completion, etc.) <p><i>In addition to:</i></p> <p>ONE of the following:</p> <ul style="list-style-type: none"> -Tutor evaluations (<u>all tutors</u>) -Recruiting policy for tutors (<u>one copy</u>) -Sample tutor contract (<u>one copy</u>) 	<p>Tutor applications and resumes</p> <p>Tutor recruitment information</p> <p>Tutor handbook</p> <p>Documentation of prof. development</p> <p>Tutor evaluation rubric</p>	X		<ul style="list-style-type: none"> Resumes/tutor applications indicate that some tutors are certified teachers and some are degreed professionals with education experience, as described in Club Z!'s application. <i>However, some tutors, while degreed, do not appear to possess any education experience at all, which goes against Club Z!'s description that all tutors are "highly qualified, skilled educators who are certified teachers or degreed professionals."</i> Power Point presentation of tutor training and agenda for training in Anderson and Indianapolis was provided. Presentation was thorough and covered AYP, the Club Z! program, safety rules and regulations, tutor expectations, and ideas for differentiating instruction. Club Z! tutor assurances include a sentence noting that tutors have read and understand the training materials. Club Z! tutor handbook and Power Point presentation for training in northern Indiana was provided. Tutor handbook covers information such as student assessment processes, development of student learning plans, and progress monitoring. Tutor evaluation rubric monitors student

					participation, representation of content, structure and pacing, and response to students' individual needs.
Recruiting materials	TWO of the following: -Advertising or recruitment fliers -Incentives policy -Program description for parents	<ul style="list-style-type: none"> Recruitment flyer Incentive policy Program description for parents 		X	<ul style="list-style-type: none"> Recruitment flyer describes some of the services offered by the provider. Incentive policy and practice is appropriate for IDOE's currently approved incentives policy. Program description describes both one-to-one, in-home tutoring and small and large group in-school and off-site tutoring. Program description matches lessons observed and the provider's original and amended application.
Academic Program	ONE of the following: -Lesson plan(s) for the observed tutoring session(s) and for each subject in which provider tutors <i>In addition to:</i> ONE of the following: -Specific connections to Indiana standards (cite exact IN standard to which lesson connects) -Description of connections to curriculum of EACH district the provider works with.	<ul style="list-style-type: none"> Lesson plans for Abraham Lincoln Elementary Description of connections to curriculum Individual student lesson plans for IPS, Western Wayne, Seymour, and Franklin County 		X	<ul style="list-style-type: none"> Lesson plans were provided for reading and math at Abraham Lincoln Elementary (grade 3). The lesson plans include student objectives and goals for the lesson, as well as standards and substandards to be addressed. The lesson plan also include specific resources and steps to achieve lesson objectives. Worksheets to be used with students based on pre-test were provided for students in IPS and Western Wayne. Packets, as well as diagnostic assessment information and skills to be covered were sent for Seymour and Franklin County. Worksheets include lesson objectives, materials needed, and variations for tutors. A math and language arts calendar for standards (which was created after consultation with school districts) was provided.
	ALL of the following: -Progress reports (see IDOE e-mail for details regarding the	<ul style="list-style-type: none"> Sample progress reports Timeline for progress report submission Documentation of progress report submission in 	X		<ul style="list-style-type: none"> Progress reports include month, student name, tutor, school, grade, and pre-test scores. They also include reading and language arts and math standards to be covered, as well as level of mastery of those standards. Finally, the progress report allows for additional teacher comments. The provider also sends parents a guide for how to interpret the

Progress Reporting	request for progress reports) -Timeline for sending progress reports -Documentation of reports sent	MSD Perry Township			progress report. While the submitted progress reports are acceptable (as they are from December of 2007), changes should be made to ensure that progress reports (after January 1, 2008) include information required in the IDOE progress report checklist. Specifically, the revised progress report must include: <ul style="list-style-type: none"> • Student goals from the SES agreement • A written statement regarding how parents can provide feedback on how the progress report could be improved • Actual pre-test score (including breakdowns by standard, where appropriate)—while the progress reports submitted had a line for pre-test score, none of the pre-test scores were filled out. • Additionally, the current progress report lists standards that are “not applicable” to the particular student or the particular month. It would likely be more parent-friendly to ensure that progress reports only include standards that that student in particular is working on. • A progress report submission record was sent by the provider for MSD Perry Township indicating that progress reports are being submitted on a monthly basis (in compliance with the district contract). • Based on school district surveys, two of three school districts surveyed indicated that progress reports have been submitted on time. However, one school district indicated that progress reports have never been submitted, despite multiple attempts. Club Z! must ensure that progress reports will be submitted in a timely manner in all districts.
	ALL of the following: -Explanation of the process provider uses to develop Individual learning plans for each student	<ul style="list-style-type: none"> • Explanation of the process used to develop individual learning plans 		X	<ul style="list-style-type: none"> • Individual learning plans were submitted and included specific worksheets/assignments/activities identified based on the learning plan. • Individual learning plan submitted for

Assessment and Individual Program Design	<ul style="list-style-type: none"> - Pre-assessment scores and Individual learning plan for at least one student in each subject provider tutors (any identifying information for the student(s) must be blanked out) -Explanation and evidence regarding how provider's pre and post-test assessment correlates to Indiana academic standards. 	<ul style="list-style-type: none"> • Sample individual learning plans for MSD Perry Township, IPS, and Western Wayne • Explanation of assessment's connection to standards 			<p>MSD Perry includes pre-test scores in both subjects, as well as areas of instruction (specific standards) that will be the subject of instructional focus. The learning plan includes specific goals for student progress, as well as percentage increases expected on the post-test. The plan includes strategies and methods that will be used to address goals and individualize for each student.</p> <ul style="list-style-type: none"> • Sample plans submitted for IPS and Western Wayne (SES agreements) included goals and standards to be addressed in tutoring. While some goals were clear (increase by .25 grade level equivalent), others were vague (i.e., "objectives are math and language arts based and match ISTEP+"). • Sample plans for IPS and Western Wayne did not include specific strategies for addressing goals. It is recommended that individual learning plans are consistent across sites and that all include specific strategies for attaining goals, in addition to specific, measurable goals and pre- and post-test scores, as well as standards to be covered. • GMADE, GRADE, and KTEAII are used as pre- and post-assessments. Assessments diagnose essential elements of reading and cover content and process standards of math. Assessments are used to diagnose skill gaps in these areas and to develop achievement goals. Sample activities from GMADE and GRADE were provided to demonstrate connections with Indiana Academic Standards.
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On-site Monitoring Rubric OBSERVATION Components

NAME OF PROVIDER: Club Z! Tutoring Services

SITE: Abraham Lincoln Elementary (MSD Perry Township)

TUTOR'S INITIALS (ALL TUTORS OBSERVED): 5 tutors (Media Center,
Rms. 200, 202, 207, 209)

NUMBER OF LESSONS OBSERVED: 5

DATE: 12/10/07

REVIEWER: M.C., S.T

TIME OF OBSERVATION: 4:15PM-4:30PM, 5:00PM-5:30PM

During the site visit, IDOE personnel will visit several tutoring sessions to observe lessons being provided. IDOE reviewers will be looking to see that actual tutoring matches lesson plan descriptions that are provided in requested documents, as well as those that were provided in the original provider application; that tutors and students are spending an appropriate amount of time on task; that instruction is clear and understandable; and that instructors seem knowledgeable about lesson content.

Each provider will receive a score of 1-4 points for each component. Providers receiving “1 or 2 points” on any component may be required to address deficiencies within 7 calendar days of receiving their final report. Failure to address deficiencies may result in removal from the state approved list.

COMPONENT	1 Below Standard	2 Approaching Standard	3 Meeting Standard	4 Exceeding Standard	REVIEWER COMMENTS
Lesson matches original description in provider application			X		Lessons observed appeared to be connected with the work covered by students during their regular school day. All tutors had lesson plans that included clear objectives, standards to be covered, and methods to cover the standards in that lesson. Lessons were generally age-appropriate. Tutors followed their lesson plans for each lesson observed. Although individualized instruction was not evident at all times, in most lessons tutors paid attention to individual skill levels and tried to ensure that each student understood the concept being covered. Tutors occasionally provided individual instruction to students or worked independently with students who had lower academic ability or who appeared confused with a concept. The original and amended applications, as well as corrective action submitted in 2006-2007 indicate that lessons provided will mirror what students are doing in the traditional classroom, as well as be individualized. Lessons observed generally matched this description.
Instruction is clear			X		In most cases, students appeared to understand what was expected of them and what they were supposed to be working on. In all observed lessons, tutors introduced the topic and guided students through activities to meet lesson objectives. Lessons had clear intent and objectives and were clearly planned out by the tutors prior to the lessons beginning. Students appeared to understand lesson objectives. Lessons and activities conducted in the lessons appeared to be generally well organized and based around the lesson objectives. Each tutor had a lesson plan that described the standards to be covered as

					well as lesson objectives, along with strategies to be utilized to achieve those objectives. Tutors followed lesson plans in each lesson observed. In many lessons, tutors attempted to connect what students were learning with what they had covered previously or with what is on the ISTEP+ test. Students generally appeared to know what was expected of them. In rare cases, students became somewhat confused when rotating to a different lesson, making transitions, or toward the end of the tutoring session; however, tutors generally were capable of instructing students to ensure that they developed understanding.
Time on task is appropriate			X		Students were generally on task and seemed to enjoy what they were working on. In most lessons, tutors did a nice job of working individually with students when necessary and redirecting students who might have gotten off task. In one classroom, the tutor worked with students identifying appropriate vocabulary words. Although the students worked in a large group, the tutor ensured that all students participated by asking students to call out answers and occasionally calling on students who were quiet. In another room, a tutor rotated between students working at stations, answering individual questions, providing instruction, and ensuring all students were on task. There were only a few instances of students not being on task (especially toward the end of the tutoring session, in larger groups, or for students who were working independently)—in those cases, the tutors generally tried to walk around to each student and get them back on task.
Instructor is appropriately knowledgeable			X		<p>In each classroom, tutors had student folders, lesson plans, and learning plans for students. Tutors followed lesson plans very closely. Tutors had clearly planned lessons ahead of time, had clear objectives, and insured that students were aware of what the lesson objectives should be. All tutors had lesson plans readily available.</p> <p>Tutors appeared familiar with each student's individual ability level, and in some cases would work independently with one or two students on a particular concept that they might be struggling with. In classrooms where students were working independently, tutors seemed aware of what students were covering and provided appropriate instruction and connection to concepts. In a few cases, tutors struggled to ensure that all students were receiving immediate attention when requested; however, once they began working with the students, they generally implemented appropriate techniques to ensure that students understood concepts.</p>
Student/instructor ratio: 4:1, 7:1, 8:1 Ratio matches that reported in original provider application			X		Ratio meets that provided in amended application.

On-site Monitoring Visit Rubric COMPLIANCE Components

NAME OF PROVIDER: Club Z! Tutoring Services
REVIEWER: MC

DATE DOCUMENTATION RECEIVED: 1/03/08

The following information is rated “Compliance” (C) or “Non-Compliance” (N-C). Selected documentation listed for each component must be submitted as part of the site visit monitoring. If documentation is not available on-site, the director or head of the provider’s organization, the site director, or another authorized representative will be required to submit documentation to the IDOE within seven (7) calendar days of site visit completion. **Failure to submit evidence could result in removal from the approved provider list.**

If a provider is deemed to be in non-compliance with any component for which evidence has been requested, the provider may be contacted and may be required to develop and submit a corrective action plan for getting into compliance within 7 calendar days. If the corrective action plan is not submitted, if the corrective action plan is inappropriate or insufficient, or if the corrective action plan is not implemented, the provider may be removed from the state-approved list.

COMPONENT	REQUIRED DOCUMENTATION	DOCUMENTATION SUBMITTED (IDOE USE ONLY)	C	N-C
Criminal background checks	ALL of the following: -Criminal background checks from an appropriate source for every tutor and any other employees working directly with children.	Criminal background checks were submitted for all tutors.	X	
Health and safety laws and regulations	ONE of the following: -Student release policy(ies) <i>In addition to:</i> ONE of the following: -Safety plans and/or records -Department of Health documentation of physical plant safety (if operating at a site other than a school) -Evacuation plans/policies (e.g., in case of fire, tornado, etc.) -Transportation policies (as applicable)	<ul style="list-style-type: none"> • Student release policy • Teacher/tutor portfolio including emergency building information • Student sign-in/sign-out sheet • Club Z! safety rules and regulations • Transportation policy 	X	
Financial viability	ONE of the following: -Documentation of liability insurance coverage <i>In addition to:</i> ONE of the following: -Audited financial statements -Tax return for the past two years	<ul style="list-style-type: none"> • Certificate of liability insurance • Audited financial statements 	X	